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CRITERIA FOR EVALUATING INSTRUCTION IN ADULT EDUCATION.

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In this guide to the evaluation of instructionin adult education, the stated purpose is to aid adult school administrators in making purposeful classroom visitations in ongoing programs to improve instruction. The subject areas treated are academic subjects, business education, citizenship education, distributive education, fine arts, music, elementary education, parent education, homemaking, nursing, industrial arts, and English as a foreign language. Criteria are listed for instruction in general and for the categories of classroom organization and management, teacher characteristics, teaching techniques, evaluation techniques, and safety practices. (ly)

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FOREWORD

Criteria for Evaluating Instruction in Adult Education is designed to help school administrators improve the instructional program and encourage higher educational standards by providing practical and specific suggestions for classroom supervision. One of the effective results of continually improving instruction in adult education is the raising of the achievement level of students and, subsequently, improving the community in which they reside.

For seventy-five years the adult schools in Los Angeles have served the needs of the community with a quality program of instruction; the program has grown from one class to the present twenty-seven schools annually serving over 180,000 students. It is believed that the professional application of this guide will be of great assistance as adult educators strive to provide even greater opportunities for people to help themselves progress.

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STATEMENT OF PURPOSE

The objective of Criteria for Evaluating Instruction in Adult Education is to assist the adult school administrator in making purposeful classroom visitation as part of an ongoing program for the improvement of instruction.

The adult school administrator will note that each section is prefaced by a paragraph stating the aims and objectives of the specific subject area; an understanding of these is a necessary prerequisite to the effective evaluation of instruction. In light of the goals of the course, discriminating judgment should be used in applying the items listed. It is possible, of course, for an instructor to do an effective job of teaching without following all of the specific items listed, provided he meets the general objectives of the course.

The criteria have been divided into the following categories:

1. Classroom Organization and Management
2. Personal Characteristics of the Teacher
3. Teaching Techniques
4. Evaluation Techniques
5. Safety Practices

General criteria related to all instruction are listed under the classification, "Criteria for Evaluating Instruction in All Subject Fields." Specific criteria are listed under the subject area.

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GENERAL CRITERIA FOR EVALUATING INSTRUCTION IN ALL SUBJECTS

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Adequate seating facilities should be provided for students. Classes should not be held in rooms larger than necessary for class size.

B. Students should be arranged in a group toward the front of the room so that the maximum number may profit from instruction. Optimum conditions for learning occur when the students are sitting near each other.

C. Students should be seated so that material on the chalkboard can be seen with ease.

D. Material written on the chalkboard should be placed so that it is legible and visible to all students. The bottom of the chalkboard and areas subject to glare should be avoided.

E. Adjusting blinds and closing doors may minimize distracting influences from outside the classroom.

F. Doors should be unlocked so that students or visitors can enter without disturbance to the class.

G. Heating, ventilation, and lighting should be carefully regulated in order to insure the best learning environment.

H. A stand or table should be provided for instructional materials.

I. Teaching aids (charts, graphs, maps, and other materials) should be kept orderly and used according to proper safety standards.

J. Equipment and storage space should be maintained in an orderly manner.

K. Work areas should be kept free of extraneous materials.

L. The room and equipment should be in proper order before the teacher leaves.

M. The teacher should be in the classroom in sufficient time to have everything ready before the class begins.

N. The class should be started and dismissed promptly at the scheduled times.

O. Time limits should be observed on breaks.

P. Accurate attendance records should be maintained by verifying sign-in sheets during each class session.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Inspires students with enthusiasm for learning the subject.

B. Has a thorough knowledge of the subject.

C. Conveys information orally in a fluent and efficient manner.

D. Is well groomed and appropriately dressed for teaching.

E. Avoids poor posture and distracting mannerisms.

F. Controls his own emotions and acts in a professional manner at all times.

G. Recognizes, understands, and respects individual differences of adult students.

H. Creates a friendly, constructive atmosphere through personal conduct and standards of excellence.

I. Is interested in self-improvement.

J. Maintains a professional attitude toward his students, his work, and adult education.

III. TEACHING TECHNIQUES

A. The teacher should be standing up. He should be presenting new materials, leading discussion, or circulating around the room. Effective instruction is not possible when the teacher is seated at his desk.

B. In classes where individual instruction is given, the teacher should work with the student at the student's work station or desk.

C. The teacher should be familiar with the course outline and, through proper planning, meet the major objectives of the course.

D. The teacher should have a written lesson plan for each class to assure the most beneficial use of the time and effort spent by the students in the class.

E. The teacher should start each class with a short review of pertinent material and state the objectives of the new lesson.

F. The teacher should evaluate the lesson by summarizing the material covered during the class and should preview the next lesson before dismissing the class.

G. An opportunity should be provided for each student to participate at some time during the class session.

H. The teacher should be skilled in guiding and keeping the discussion on the topic.

I. The teacher should treat his students as adults. He must speak at the students' level of understanding and avoid a condescending manner.

J. Standards must be maintained, but there should be flexibility to provide for individual differences.

K. The teacher should make sure that his comments can be clearly heard by the entire class when presenting audio-visual materials or using the chalkboard.

L. The teacher should have all teaching aids previewed and ready for use.

M. A short review assignment on the board for early arrivals will encourage students to utilize available time.

N. The teacher should change the pace of instruction several times during the class session and avoid using any one method of teaching for too long a period of time. A variety of methods will stimulate class interest and facilitate achievement of goals.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

A. Evaluation should be an integral part of instruction.

B. The teacher should work with students to develop standards by which the students can evaluate themselves.

C. Standards should be set and maintained. There is room for individual differences within sound standards.

D. Evaluation of a student takes into consideration tests, classroom participation, completed assignments, and individual progress and performance.

E. Tests should be given as often as is necessary to give the instructor and student a chance to ascertain completeness of learning as well as an opportunity to discover areas of learning difficulty.

F. The instructor should test not only for the facts in a subject area, but also for the ability of problem solving involving broad concepts.

V. SAFETY PRACTICES

A. The students should be familiar with emergency drills and other safety practices followed by the school.

B. Safety techniques must be firmly established by instruction, test, and practical application before students use facilities and equipment.

C. The instructor should not tolerate any unsafe behavior practices on the part of students; emphasis should be on safety at all times.

D. The instructor must be alert to spot any irregularities in safety procedures.

E. Potentially dangerous materials must not be made available to students without adequate instruction and supervison.

CRITERIA FOR EVALUATING INSTRUCTION IN ACADEMIC CLASSES

Students studying in the academic areas are probably motivated by two main reasons. The first is the realization that education represents economic opportunity in an era when a high school diploma is a minimal requirement for most occupations. Also, yesterday's education may be inadequate to meet the demand of today's jobs. Another reason why many adults return to school is that the average individual American feels overwhelmed by contemporary events in the world around him; he seeks information so he can be better equipped to handle the complexities of today's living. In an age of scientific progress, rapid communication, great population changes, and ever-shrinking world, adults are required to read more and know more in order to participate intelligently in the decision-making vital to democracy.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Students should be seated in a manner which enables them to see and hear each other easily; this increases group interaction.

B. The instructor should have all supplemental teaching aids planned, previewed, and ready for use before class starts.

C. When distributing materials, the instructor must be certain to provide enough copies for all members of the class.

II. PERSONAL CHARACTERISTICS

An effective teacher:

A. Enjoys working with adults and helping them learn.

B. Is convinced of the need for adult education.

C. Is prepared to devote ample time to preparation for his adult classes.

D. Has the patience and understanding necessary in the teaching of adults.

E. Sets a good example in speech and manners.

III. EFFECTIVE INSTRUCTIONAL TECHNIQUES

A. The instructor should create a friendly, warm, and accepting atmosphere in the classroom.

B. The instructor should share with students the plan for the entire course so they will know what to expect.

C. The purpose and plan for each session should be fully explained in the opening remarks to the class.

D. The instructor should plan a brief review of the previous assignment to be certain of the level of student understanding.

E. The instructor should have the lesson planned to utilize the maximum teaching time per class session.

F. The instructor should plan his lessons to meet the learning needs of his students as well as the objectives set forth in the course of study and provide students with the opportunity to master some new idea or skill each evening.

G. The goals set for students should be realistic in terms of their capabilities.

H. In classes that include several levels of ability, the teacher should plan to give individual instructional time to each level, each evening.

I. Proceed from the elementary to the advanced in a step-by-step procedure. New learning should be built upon a sound structure. Proceed only after an adequate degree of mastery has been accomplished.

J. The instructor should be aware of the value of repetition in the classroom for reinforcing newly-gained knowledge or skills.

K. Adult students prefer the personal attention of the teacher rather than impersonal contact of textbooks; textbook material should be constantly supplemented with information from other sources.

L. The instructor should try to turn individual questions into learning experiences for the benefit of the entire class.

M. The teacher-learning experience is at its best a quest for honest communication; encourage students to participate in class discussions.

N. The instructor should always strive to be objective in his presentations.

O. The classroom participation time should be shared fairly by all students.

P. The instructor should encourage development of efficient work habits in everyday activities.

IV. EVALUATION TECHNIQUES USED BY TEACHER

A. Adult learners should be encouraged to evaluate their own success or failure in terms of receiving:

1. A usable fund of reliable information.
2. An improved vocabulary and an acquisition of new concepts.
3. New skills.
4. Altered attitudes.
5. An ability to think in terms of values.

B. The class should have an opportunity to help teacher evaluate the semester's work.

V. SAFETY PRACTICES

See General Criteria.

CRITERIA FOR EVALUATING INSTRUCTION IN BUSINESS EDUCATION CLASSES

Business education basically has the following objectives: (1) to develop specific skills, such as operating the typewriter and various business machines or writing and transcribing shorthand; (2) to develop a knowledge and understanding of business organization and practices so that the skills can be effectively transferred to actual business situations; (3) to develop desirable attitudes and habits which will enable the student to become an efficient and cooperative worker; and (4) to develop understanding of business and economics which will make for more effective citizens.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. In typewriting classes, the following items should particularly be noted:

1. A demonstration stand with a typewriter should be at the front of the room and show evidence of use by the instructor.

2. Students should be seated in groups according to levels of ability so they can have group instruction.

3. Student should be seated at a typewriter which is at the right height for him. Most typewriting rooms have higher tables at which taller students should be seated.

4. Students should maintain good posture while working. The instructor should emphasize this. Good posture means sitting up straight with both feet on the floor -- legs are not crossed or wound around chair legs. A good posture chart such as one of those distributed by the typewriter companies should be on the bulletin board.

5. Books should be at the right of the typewriters. A book stand is desirable. (Inexpensive rubber ones may be stocked in student store or one may be improvised by string and two buttons.)

6. Student supplies should be arranged in a business-like manner to develop efficiency and good work habits.

7. A typewriter keyboard chart should be at the front of the room.

8. A repair chart should be maintained to keep machines in good condition.

9. At the end of the period, typewriter carriages should be centered and machines covered. Papers should not be left lying on desks or about the room.

B. In shorthand classes, the following items should be noted:

1. Students should be seated in groups according to level of ability so they can have group instruction.

2. Students' books and supplies should be arranged in a business-like manner so that efficient work habits are developed and good writing position is used.

3. Shorthand material on the board should be written in groups of 8 to 10 outlines, following an imaginary line of writing and not helter-skelter on the board. The chalkboard should be clean so that the shorthand notes are easily readable.

C. In machine classes, machines and supplies should be handled in a business-like manner. Adding machine tape should not be hanging to the floor.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Should be a prime example of good business behavior.

B. Should be friendly, sympathetic, and interested in the student but dignified and firm in maintaining standards; a "pal" attitude should be avoided.

C. Should have such knowledge and experience in his subject field that he inspires confidence.

D. Should be able to demonstrate skills effectively to his students.

E. Should have a voice suitable for shorthand dictation. Should dictate with expression and use meaningful phrases so that dictation does not become monotonous.

III. EFFECTIVE INSTRUCTIONAL TECHNIQUES:

A. In classes which include several levels of ability, the teacher should plan so that some individual instructional time is given to each level of ability each evening.

B. Special features such as guest speakers, films, and machine demonstrations should be planned several times during the semester.

C. There should be specific planning to aid the transfer of skills to actual business problems and situations.

D. All work should be introduced, previewed, and explained by the instructor so that the students have a specific goal in mind before they start working.

E. There should be variety in activities; rarely should one particular activity be pursued more than 20 minutes.

F. Typewriting

1. Students should be guided and should have a specific goal for each activity; they should not be left just "to practice". Practice does not make perfect unless it is for some specific purpose.

2. Short, intensive drills with specific applications are spaced throughout the period to maintain interest and provide variety. Each drill has a specific motivation, such as keeping eyes on copy, striking the keys with the tips of the fingers, or returning the carriage quickly.

3. In the beginning semester particularly, stress should be given to the correct techniques of typewriting rather than on speed and accuracy. Technique rating charts should be provided for each student; the instructor checks frequently and teaches the student to rate himself.

4. The teacher should demonstrate frequently, either typing with the students or following the demonstration immediately with typing by the students, in order to provide imitation of the correct techniques.

5. Progress charts should be kept by each student. Students should compete with themselves and be given praise for improvement.

6. Praise is an effective motivating device. The teacher should be careful to praise only when it is earned but should be able to find some area of improvement for which each student can be praised.

7. Almost all activity should be timed; students should be urged to analyze their motions and methods to eliminate waste motions.

8. The instructor should use positive rather than negative criticism. He should say, "Keep your fingers close to the keyboard", rather than, "Your hands are bobbing around too much."

9. Students should not be typing while the teacher is giving instructions.

10. The teacher should be standing up demonstrating at the typewriter, giving instructions or explanations, or helping his students individually. Typewriting can not be taught by an instructor who spends his time sitting at his desk after writing an assignment on the board.

11. Short words of two, three, or four letters (not nonsense syllables) should be used in teaching the keyboard. The teacher should spend as much time as possible working with beginning students with paced stroking and short timings.

12. During the first semester, timed writings longer than three minutes should not be given until the final weeks of the semester. In advanced classes, 5-minute timed writings should not be given more than twice an evening. Nothing is gained by continuous 5 or 10-minute writings.

13. There should be short, timed drills both on straight copy and production work to compare the writing rate for each and to encourage students to transfer good habits to production work.

14. Each lesson should provide for a warm-up drill, review of the previous lesson, introduction of new material, applications of new material, drill periods on specific techniques, timed writings, and a preview of the next lesson. In a three-hour class, it is possible to cover two lessons in one evening.

15. Students should be guided to use typewriting for personal use as well as vocational use. This can be encouraged by dictation to the machine, developing composition at the typewriter, learning to type manuscripts.

G. Shorthand

1. The instructor should write good, rapid shorthand notes on the chalkboard. She should stress fluent writing and never draw the outlines on the board.

2. At the beginning, students should be given frequent drills in spelling shorthand words from the board.

3. Students in the beginning semester can usually start writing shorthand by the second or third week. Dictation should never be less than 60 words a minute. It is better to have very short sentences written rapidly than longer dictation at slower speeds.

4. Dictation should be in sentence, paragraph, or letter form except for review of brief forms and phrases and introduction of new theory.

5. Brief forms must be memorized or automatized. There should be frequent reviews of brief forms and phrases, especially in letters containing many brief forms.

6. The instructor should give instructions to the class on the material assigned for homework. They should not be told to "take the next lesson" or permitted to do homework in a random fashion.

7. In the first semester, almost all dictation should be taken from previously assigned material. The instructor should preview and write on the board the difficult outlines. Students should spell and write difficult outlines before material is dictated for the first time.

8. Students should read shorthand material from the book for the first part of the beginning semester. After that, they should read increasingly from their own shorthand notes.

9. Repetition of the same material at increasing rates of speed is an effective instructional technique. For example, part of a letter should be previewed on the board, then dictated at 80 wpm, read back by the students, difficult words written on the board and reviewed, then redictated at 90 and 100 wpm. After dictating parts of the letter at high speeds, the entire letter may then be given at 80 wpm.

10. Students need to be encouraged and praised on their progress. This is especially important to prevent dropouts. The instructor should be careful to include dictation at speeds at which the slower students can succeed.

11. After the first half of the beginning semester, the rules of punctuation should be emphasized in transcription or reading back shorthand material. Frequent attention should be given to correct spelling.

12. For variety, once in a while a short discussion may be devoted to secretarial procedures and related office problems.

IV. EVALUATION TECHNIQUES USED BY TEACHER

A. Evaluation of progress in skill development goes on constantly. The teacher should, however, plan specifically to measure how much progress is taking place in the acquisition of knowledges, attitudes, and values.

B. Business standards are the only realistic standards which can be used in business classes. For a student to become employable, he must meet the standards set up by business.

C. In skill development classes, the student should compete with himself, trying to improve his own skill. The teacher should work with the students to develop standards by which the students can evaluate themselves.

D. In typewriting the following are examples of good evaluation techniques:

1. There should be short, timed drills given frequently by which the student can measure his accomplishment.

2. Timed writings longer than three minutes do not need to be given before the fifteenth week of the first semester. Five-minute writings can be given during the last five weeks, but usually not more than two an evening.

3. After letters, reports, and tabulations have been introduced, there should be timing of production work as well as of straight copy. The teacher should develop standards of comparative rates and be sure that the students are aware of them. For example, letter copy should be written at 3/4 of the straight-copy rate.

4. Each student should be supplied with a Technique Rating Scale and should learn to evaluate himself on his techniques as well as to receive an evaluation by his teacher.

5. Standards of "mailable copy" can be developed by displaying the good work of students.

6. Typing certificates available from the supervisor should be given to students who qualify.

7. For specific grading standards in typewriting, teachers should follow the rates given in the course outline.

E. In shorthand classes, the following are examples of good evaluation techniques:

1. Shorthand testing for the first semester should be hand-written transcription of textbook or practiced material. New-matter dictation can be given the last five weeks, and some testing may be done on new-matter dictation after that time.

2. In advanced shorthand, grading should be on the transcripts of unpreviewed, new material. Three-minute and five-minute dictation should be given and transcribed; transcription should be done during class session for grading purposes and not be done at home and brought in for credit.

3. Shorthand certificates available through THE BUSINESS TEACHER should be given to students who qualify.

4. For specific grading standards in shorthand, teachers should follow the rates given in the course outline.

V. SAFETY PRACTICES

Except for the normal precautions taken by any teacher, there are no items of particular importance in business education classes.

CRITERIA FOR EVALUATING INSTRUCTION IN CITIZENSHIP

Citizenship education is offered in an effort to help those who have made the United States their adopted country develop an understanding and appreciation of American ideals and institutions; to teach federal, state, and local government; to teach the responsibilities as well as the benefits of citizenship; and to give a better understanding of America and its people.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Films should always be previewed by the teacher so that they are correlated to the lesson. One film of short duration per week should be sufficient to supplement material that the teacher has prepared.

B. The teacher's plans include taking an active role in the teaching program. Workbooks are not to be considered as a substitute for an active teacher.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

A. The teacher should be an American citizen who has a knowledge of American culture and a full appreciation of the values that it bestows upon the individual.

III. TEACHING TECHNIQUES

A. The teacher should be aware that alien students frequently have a language problem. The teacher should use a vocabulary that is directed at the level of the ability of the student to use English. If this ability is below English for Foreign Speaking, Level 4, the student should be assigned to an English for Foreign Speaking class.

B. The teacher gives students many opportunities to practice English communication skills of speaking, reading, and writing by planning oral, as well as written, quizzes in every session.

C. The teacher should help students gain an understanding of American customs, ideals, and institutions by making these topics part of regular class work.

D. The teacher should be concerned with instruction in concepts as well as factual information. The effectiveness of the citizenship teacher is dependent upon the framing of his questions, the discussion of the skill with which he ties old and new concepts together, and the frequency with which he orally tests the class each session.

E. The content of the course should be concentrated on the federal government. (State and local government follow the pattern of the federal government with some variations.)

F. Narrative materials, reading guides, and quizzes should all be employed.

G. The teacher should prepare mimeographed materials supplementing each lecture.

H. Short question periods during each lesson build students' self-confidence and test understanding.

I. Students should be given summary of the material covered in each lesson to take home for further review.

J. A comparison of the law-making procedures in the United States as contrasted with that of other countries might be made.

K. Concepts should be made functional by applying them to current events.

L. Those who have attained citizenship status during the year should be honored with a social activity, such as "I am An American Night".

IV. EVALUATION TECHNIQUES

A. Written quizzes should be administered frequently.

B. The Department of Immigration and Naturalization in examining candidates for citizenship uses the oral interview technique. The teacher should use this same technique in the classroom.

C. The class discussion gives the instructor one of the best insights into real understanding of concepts.

V. SAFETY PRACTICES

See General Criteria

CRITERIA FOR EVALUATING INSTRUCTION IN DISTRIBUTIVE EDUCATION CLASSES

Distributive Education is that phase of business education designed to prepare individuals to enter the retail, wholesale, and service trades known as the distributive occupations. This program also provides those employed in such occupations with instruction they need to advance in their respective fields. The adult education program in distributive education includes approximately 50 different subjects that can be grouped in six major categories. These groupings are real estate, finance, merchandi ing, management, transportation and traffic management, and medical assistants training.

The instructional program conducted in most distributive education classes is designed to provide information and understanding of the current principles and practices in the subject being studied. In order to provide instruction in the latest business practices, teachers are selected from various business and professional occupations to teach part-time in this program. Only 9% of the teaching staff are full-time educators in addition to their evening assignments.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Students should have a desk or table with adequate writing space.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Should be familiar with resource materials available in his subject.

B. Should develop and maintain good relations with the business community.

C. Should have an active interest in activities of appropriate business organizations.

III. TEACHING TECHNIQUES

A. The teacher should take into consideration the needs and interest of the students in planning lessons. Provision should be made for obtaining this information from students.

B. The teacher should plan to use a variety of hand-out materials to supplement his lectures and class discussions.

C. The teacher should reinforce and clarify subject matter understanding with chalkboard illustrations and explanations.

D. The teacher should arrange to give students practice in using and completing forms that are commonly used in the business.

E. Vocabulary building exercises should be included in an appropriate manner. Students must understand the terminology of the subject being studied.

F. Guest speakers may be used to advantage when they can contribute something more effectively than the teacher.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

A. The teacher must recognize the importance of evaluation. Covering material without student understanding is meaningless.

B. The teacher should use a variety of methods to evaluate student progress throughout the entire course. Some of these methods are:

1. Asking questions about subject matter that have been covered.
2. Written quizzes or examinations.
3. Careful observation of students' reactions, including the questions they ask.

C. The teacher should regularly evaluate himself and the instructional program he is conducting.

D. The teacher should consider individual aptitudes, abilities, work habits, and character traits as factors in the evaluation of students.

E. The teacher should review evaluation procedures periodically.

F. The teacher should provide opportunities for students to participate in evaluating the results of instruction.

1. Evaluation of the appropriateness of course content.
2. Evaluation of the effectiveness of the teacher.

V. SAFETY PRACTICES

See General Criteria

CRITERIA FOR EVALUATING INSTRUCTION IN ELEMENTARY EDUCATION CLASSES

Many adults return to school after a number of years have lapsed, and find that it is necessary to attend elementary subjects classes. These adults need to regain skills they once had in order to enter a high school curriculum or vocational program. Other adults who are having their first experence in a formal school situation or who have dropped out of school in the early grades find their needs are met by proceeding through a sequentially developed program of study termination in an 8th grade diploma.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Students' learning experiences, carefully structured, constitute evidence of advance planning.

B. Students may be grouped according to ability for instruction in specific areas to meet their individual needs more effectively.

C. Learning should be organized so that students are engaged in worthwhile educational experiences throughout the period.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Must possess qualities of patience, kindness, and gentleness in order to deal with students who may progress slowly.

B. Encourages adults attending these classes by satisfying their need for praise and motivation.

C. Should be willing to take the time to analyze each student's individual needs.

III. TEACHING TECHNIQUES

A. The vocabulary used by the teacher should be directed at the students' level of understanding.

B. The teacher should introduce lessons in such a manner that students can perceive the application of classroom learning to problems that are encountered in daily living.

C. Specific reading skills designed to help students make progress through independent study should be taught.

D. The instructor should emphasize that techniques of reading vary according to the purpose.

E. Mathematical problems should be related to the daily experiences of adult students.

F. Students should be taught to use speech forms that are consistent with standards of accepted usage.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

See General Criteria

V. SAFETY PRACTICES

See General Criteria

CRITERIA FOR EVALUATING INSTRUCTION IN ENGLISH FOR FOREIGN SPEAKING CLASSES

English for Foreign Speaking is described as a highly technical skill subject. From the viewpoint of the student, English is a foreign language. Modern methods of teaching a foreign language are recommended. It is important that teachers keep in mind that the primary objective of these classes is oral communication. Achieving this goal necessitates a carefully planned, sequentially developed instructional program in which provision is made for students to have numerous opportunities to hear and speak English within a controlled learning environment.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

See general criteria.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Has a pleasant voice free of pronounced foreign accent.

B. Uses good diction based on accepted standards of usage.

C. Has sufficient physical stamina to maintain an enthusiastic teaching program for four nights a week.

D. Transmits to students a feeling that each is accepted for his individual worth.

E. Pursues a policy of promoting students of ability to more appropriate grade levels for instruction with confidence in his ability to maintain a class of sufficient size.

F. Evidences knowledge of modern foreign language teaching methods.

G. Is enthusiastic about teaching adults; has a helpful, encouraging and professional attitude toward students.

III. TEACHING TECHNIQUES

A. The sequential development and orderly presentation of the subject matter are responsibilities assumed by the teacher to insure student growth. Adults gain skill in understanding and speaking English to the degree that the teacher assumes such responsibility.

B. The task of learning to communicate in English should be divided into small units of work. Students should be directed toward achieving mastery of each unit.

C. The development of language habits depend upon short, intensive drills emphasizing a single language pattern for the student to master and use in expressing ideas.

D. Teaching a skill subject involves motivation, demonstration, student trials, correction, repetition, and evaluation.

E. In these classes, English is a foreign language. Modern methods of teaching English as a foreign language are predicated upon the sequential development of hearing, speaking, reading, and writing skills in this order.

F. The student's initial contact with new material is always through the ear. The ear becomes accustomed to hearing the new sounds through repeated demonstrations by the teacher. Previously learned material should serve as the foundation for the new lesson.

G. The teacher makes use of objects, pictures, simple blackboard drawings, and dramatizations to explain meaning. Students from the first lesson should be helped to think in English; translation should be avoided.

H. The vocabulary and structure used by the teacher should be directed to the students' level of understanding.

I. Conversation consists of carefully controlled questions and answers which emphasize the language pattern being taught. The classroom is the one place where the language heard by the students can be carefully graded as to vocabulary and structure.

J. The teacher should speak in a normal manner. Students need to hear and understand English as it is normally spoken.

K. Stress and intonation are learned only after extensive practice drills with the teacher.

L. The teacher is a model for the students' imitation. It is necessary that the teacher correct student responses immediately to re-establish the correct pattern for the individual as well as the class.

M. To utilize the full learning potential of pattern drills, a four-part routine should be established by the teacher:

1. Teacher stimulus
2. Students' response
3. Teacher's correction
4. Students' repetition

N. Teaching is organized to permit students to have sufficient opportunities for practice to achieve the specific objectives of the lesson. Activities should be planned to:

1. Sustain student interest
2. Provide many opportunities to practice the skill being learned.

O. Many practice responses by the group should be concluded before asking individual students to respond. Interest and effort are encouraged by successful individual performances.

P. The content of teacher-made lessons should be closely related to student needs as expressed in home, community, or work.

Q. Reading should reinforce the pattern of the spoken language.

R. Students should be asked to read lesson material only after they have had much practice hearing and speaking it. New problems are posed for both the teacher and students by requiring students to read new material without previous audio-lingual practice.

S. Students feel that writing experiences are important in helping them learn to speak English. A limited amount of time, even in beginning classes, may be devoted to writing activities. Students should have heard, spoken, and read material before they are asked to write it.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

In these non-credit classes, the process of evaluating student performance is a continuing but informal one. Insight into the difficulties encountered by students in gaining fluency in the spoken language gives the teacher direction in planning succeeding lessons.

Student performance may be appraised by:

1. Reproduction of graphic speech symbols; reading aloud from printed page, diction
2. Recognition of speech sounds; listening comprehension
3. Recognition of graphic speech symbols; reading comprehension.

V. SAFETY PRACTICES

See General Criteria

CRITERIA FOR EVALUATING INSTRUCTION IN FINE ARTS

The adult education art program develops in students an understanding of working methods, materials, craftsmanship, and judgment required in developing techniques of drawing and painting. It also takes into consideration individual capabilities in developing creative work.

Art is an international language which appeals directly to the senses, opens new vistas, and enables one to view the world in a broader perspective. Through the language of art the student's horizon is expanded and he is also brought in closer association with his community's art circles.

The artist accumulates, assembles, and composes in a material medium a number of desires, intentions, and conditions received from all points of his being. Through this process he becomes a more intelligent, cultured individual and is able to enjoy the functional use of arts in everyday life.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Each student needs an adequate work surface.

B. Work surfaces (tables, slant-top desks, or easels) should be well placed for optimum view of demonstrations and set-ups.

C. Painting and/or drawing materials are to be neatly contained.

D. Additional storage space needs to be provided for essential equipment and such supplies as easels, model stand or stool, set-ups, extra lights, and paper stock.

E. Metal trash containers must be provided for paint rags.

F. A sink with running water is desirable in the classroom.

G. Well-organized set-ups which stimulate and challenge student interest and ability should be provided.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Appreciates the value of individual creative development and therefore does not persuade students to copy his own (teacher) style.

B. Does not go overboard in so-called "arty" appearance, mannerisms, or speech.

C. Shows equal interest in all students and their work as it is not unusual in the same class to have students studying portraiture, still-life, and basic art.

D. Has broad artistic training and appreciation as well as the ability to demonstrate and explain many varied techniques with clear verbal analysis.

E. Does not upstage students but is properly friendly and interested in student progress.

III. TEACHING TECHNIQUES

A. The teacher uses both lecture and demonstration, followed by assignment of specific projects.

B. The teacher keeps basic instructional plan flexible to meet the wide span of student ability.

C. The teacher uses individual instruction time fairly and does not permit himself to become lost in interest for certain talented students.

D. In addition to scheduling time for group instruction, the teacher plans equally approtioned time to each individual.

E. The teacher employs a balance of instructional methods and presents theory with inspiration and imagination builders.

F. The teacher enlivens instruction and deepens student appreciation through vivid presentations of art history.

G. The teacher provides a climate for individual creative development.

H. The teacher maintains sustained interest and attendance through evident plan of progressive instruction for all levels.

I. The teacher encourages use of notebooks and sketchbooks for class notes, charts, and diagrams.

J. The teacher gives demonstrations and provides opportunity for experiments in a variety of techniques, including those of established schools of painting.

K. All students are kept active, not sitting and waiting.

L. The teacher uses visual aids freely for illustrated lectures in appreciation and for use in the study of styles and techniques.

M. The teacher provides opportunities for student exhibits and keeps class posted on professional and non-professional exhibits which they may see.

IV. EVALUATION TECHNIQUES

A. The class participates in critiques of class work.

B. Students are given opportunities to compare first lesson results with later work.

C. Advanced students are assigned outside projects to carry out.

D. Semester-end exhibitions are planned and presented by the students.

V. SAFETY PRACTICES

A. Paint rags must be disposed of in metal trash containers.

B. Placement of easels is planned to avoid crowding and provide safe egress.

C. Light cords for the extra lamps are properly restrained.

D. Students are to remove all paint spots or spills from floors and equipment before leaving class.

CRITERIA FOR EVALUATING INSTRUCTION IN HOMEMAKING

Education for homemaking on the adult level is dedicated to helping people improve their skills as well as helping them gain satisfaction from their role as homemakers. Creative teachers, teaching a multiple of skills and methods, transmit pertinent information and instruction in the homemaking arts. The student, by exercising her own decision and judgment relative to homemaking problems, is given an insight into the technical, managerial, and human relations procedures required in daily living. Adult education homemaking is remedial as well as continuing and develops a more mature appreciation and enjoyment of home and family life.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. The work space must be kept neat and clean.

B. Work cases are to be kept on the floor under the tables.

C. Ironing board covers should be clean and tight.

D. Mirrors should be well placed for good light.

E. Sewing machines should be well placed for best light and maximum use.

F. All equipment should be kept in working order.

II. PERSONAL CHARACTERISTICS OF TEACHER

An effective teacher:

A. Has insight as to appropriateness of attire and demonstrates this by her personal appearance.

B. Maintains a professional teacher-pupil relationship with student and keeps conversations related to subject matter.

C. Does not offer self as final authority of a one-way-only method.

D. Does not criticize other teachers whose methods may differ.

E. Shows an equal interest in all projects regardless of the quality of materials being used.

III. EFFECTIVE INSTRUCTIONAL TECHNIQUES

A. The teacher has an understanding of the culture of the area and adapts the course to the needs of the students.

B. All students receive a fair amount of individual instruction time.

C. The teacher provides instruction geared to all the achievement levels within the class.

D. The teacher maintains student interest and expects it, so that students are not inclined to leave the class after they have had their individual turn.

E. The teacher sets up and maintains a system of student involvement in instructional and workroom activity.

F. All students are kept active; waiting for instruction is minimized.

G. The teacher develops step by step samples to show details of construction units.

H. The teacher presents interesting fashions and related items, both historic and current.

I. The teacher channels requests for service into teaching units.

J. The teacher develops a student-team system to strengthen the student learning situation and relieve self from over-work, particularly in the areas of fitting.

K. The teacher sets up rotating student-assistant system for smooth operation of classroom activity.

L. The teacher encourages and expects development of student notebooks.

IV. EVALUATION TECHNIQUES USED BY TEACHER

A. The teacher provides opportunities for class critiques and checks on student's response during these critiques.

B. Provide opportunity for class fashion shows and note outcomes.

C. Projects are assigned to advanced students to be solved without teacher assistance.

D. The students' grooming and neatness are part of evaluation.

E. Notebooks should be checked for content and neatness.

V. SAFETY PRACTICES

A. Safety tests must be given before student uses equipment.

B. Completed safety tests are kept on file in the school office.

C. Children are not permitted in classrooms except when present for fittings which are part of the mother's instruction.

D. Electric cords from equipment or lights are properly restrained.

E. Overloading of electric outlets is not permitted.

F. Hot plates and steamers are properly based on metal or asbestos top areas.

G. Mirrors are attached to walls or are enframed and on a sturdy base.

H. Proper and safe ironing stands are to be available and used.

I. Ironing boards are to be on a firm base.

CRITERIA FOR EVALUATING INSTRUCTION IN INDUSTRIAL EDUCATION CLASSES

Industrial education is that phase of vocational education responsible for the preparation and/or upgrading of individuals for industry, ranging from the semi-skilled worker to the highly skilled craftsman or technician. The instructional program reflects the practices and techniques used in modern industry. Programs are developed through the use of occupational advisory committees who, in cooperation with the school, review curriculum content, recruit instructors, and evaluate the competency of the graduates after they are placed on the job.

The objectives of industrial education are:

1. To prepare the individual for gainful employment in selected skilled trades, service occupations, or semi-professional technical occupations.

2. To provide extension or supplementary instruction for further development of performance skills, technical knowledge, related industrial information, safety and job judgment for the individual presently employed in trade and technical occupation.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Careful training in work habits is extremely important when preparing people for industry. Dirty machines, dirty tools, tools left out, messy tool crib, and disorderly supply cabinets are all indications of poor teaching or weak enforcement of fundamental practices.

B. The cost for raw materials and tools in manipulative type "shop" classes is many times greater than the non-manipulative. Definite rules for payment of material fees should be enforced in order to prevent loss and ill will.

C. A common source of trouble in industrial classes is the inadequacy of storage space. Poor handling of tools and supplies is often the cause for failure of shop classes and is the most frequent item of friction between day and evening instructors.

D. Good lighting over potentially dangerous machines and cutting tools is fundamental. Accuracy and good workmanship is very difficult where shadows and inadequate lighting prevent close observation of work being performed.

E. At the end of the class period, careful check should be made to make certain that all facilities, tools and equipment are returned to their proper places. Sharing shop facilities places great responsibility on the evening instructor.

F. A repair chart or record should be kept of all equipment.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Should display a business-like attitude, being a "pal" or "one of the boys" should be avoided.

B. Should be friendly, sympathetic, and interested in the student, but business-like in maintaining standards.

C. Should have enough knowledge and experience in his subject field to inspire confidence.

D. Should be able to demonstrate skill subjects effectively to his students.

E. Should be appropriately dressed to fit the situation; a coat and tie may be suitable for an industrial class in drafting, industrial math, but would be inappropriate for auto mechanics or machine shop (clean shop coats are recommended for most manipulative industrial classes).

F. Has a professional attitude and maintains high standards of conduct for industrial education classes.

G. Sets a good example and does not tolerate unacceptable student habits which create an atmosphere that leads to a complete loss of class control.

H. Employs acceptable standards of language and usage in the conduct of his class.

III. TEACHING TECHNIQUES

A. Industrial training requires much individual assistance in developing manipulative skills. When giving individual instruction, teachers of manipulative subjects should observe the following steps:

1. Preparation
   a. Put the student at ease
   b. Find out what the student already knows about the job
   c. Get him interested

2. Presentation
   a. Tell him, show him, illustrate, ask
   b. Make the key points clear
   c. Go slowly, be patient

3. Application
   a. Have him do the job, but watch him
   b. Have him repeat; have him explain what and why
   c. Correct his errors
   d. Continue until he knows

4. Testing
   a. Put him on his own
   b. Check him frequently
   c. Get him to look for key points as he progresses

B. In classes which include several levels of ability, the teacher should plan to provide undivided instructional time to each level each evening.

C. There should be specific planning to guide the transfer of skill-learning to industrial situations and problems. Industrial classes should not allow a do-it-yourself situation. If students are merely attending classes for the convenience of utilizing shop equipment, it may be difficult to justify its continued existence.

D. Instructors should plan projects that allow for rotation and use of scarce equipment and machines. Definite planning between students and instructor will prevent loss of time and provide continuity.

E. Some shop students are so fearful of mistakes they require very frequent assistance. Care should be taken by shop teachers not to become trapped into doing the student's work for him. Equal time for each student in the class is an ideal that requires constant awareness. Sign-up sheets, taking a number, rotating by a set pattern, and dividing into common problem groups are a few of the methods used.

F. An adequate stock of materials and supplies should be maintained in the classroom to prevent stopping of student work.

G. With many levels of learning in the same class, it is very helpful if the instructor maintains a progress record for each student. Important units of instruction may be passed over if this type of planning is not observed.

H. Many students in industrial classes are highly skilled in a specific aspect of the trade; this talent should be utilized to supplement teacher instruction.

I. The use of carefully selected advanced students to assist the instructor has several advantages. It helps the new or less advanced students; it forces the assisting person to review and strengthen his understanding, and it also prevents loss of time spent in waiting. A check by the instructor should always be made when this tehnique is used.

J. Instruction should be planned to accommodate individual needs. Units of instruction must allow for advanced or rapid learners to continue through a planned program at accelerated rates. A successful method for coping with this problem is a series of projects varying in difficulty and keyed to levels of background and ability of the students.

K. Providing realistic, practical, and problem-solving situations similar to those encountered in industry is fundamental for trade and technical training.

L. Problem-solving in industrial classes demands maximum flexibility by the instructor. Immediate need for answers to a problem often does not fit planned lessons or sequence of experiences. This immediate need has high motivation value and should not be discouraged.

M. Grouping of students within a class has many advantages for both instructor and student. The varied backgrounds, different levels, and diversity of subject matter, such as that found in drafting classes, makes this technique for planning very practical.

N. Assign small groups to work together on a common problem. Automatic transmission, precision inspection, and auto body repair are typical classes which lend themselves to multiple use of projects. Teacher-supervised rotation of work performed is often necessary to prevent the aggressive student from taking more than his share of time.

O. Teachers of industrial subjects should prepare planned activities and lessons for small segments of the class when necessary to provide for the individual needs of students.

P. Planned lessons may wisely be postponed if a class problem occurs that may be utilized for class instruction. This would be particularly true in activity-type industrial classes.

Q. Provisions should be made each evening for an oral review of what was learned at the previous meeting.

R. Poor attendance practices and tardiness are often improved by establishing a short lecture and demonstration period which starts promptly at the beginning of each class. No machines or tools should be used during this period.

S. Classroom activities should have an objective and should not be the same activity repeated many times with no additional skills or related knowledge learned. Teachers should rotate the student through as many different experiences as possible.

T. Teaching industrial subjects often involves demonstration of very small items. The use of large scale models and cutaway parts is essential for good instruction. A supply of actual parts or models should be acquired for each student in classes that require the development of manipulative skill in disassembling, and adjustment.

U. Advanced preparation before a demonstration is particularly necessary in industrial education. To arrive at a critical point in a demonstration without the proper tools or materials is a frequent occurence where proper preparation has not been made. A complete "dry-run" is advisable.

V. Industrial classes should be planned to conform with the needs of the community. An ideal program is a balance between lecture and performance. In some areas, industrial classes may be successful with very little live or manipulative work. In other areas, minimum of lecture is necessary in order to hold the students' interest.

W. A tool room and supply clerk for activity-type industrial classes relieves the instructor for classroom instruction and provides a business-like atmosphere; it also eliminates theft and loss that results from lack of tool control.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

A. The same standards expected by industry should be the goal for industrial classes. Reasonable standards for both quality and quantity are important criteria for evaluation.

B. In skill development classes, the student should demonstrate definite improvement in his ability to perform.

C. There should be performance tests given occasionally by which the student and instructor can measure accomplishment.

D. In industrial classes, comparison of early class work with later accomplishments provides a visual indication of success of failure.

E. The teacher should work with students to develop standards by which the students can evaluate themselves.

F. Standards of acceptable work in many shop areas may be measured by the students' ability to keep within certain tolerances of measurement, his ability to obtain certain finishes, ability to maintain time schedules, conservation of material, his approach to solving problems, the amount of assistance required, and other demonstrations of competency.

G. Certificates of completion should be provided for students who satisfactorily complete a sequence of courses leading to employment in a trade or technical occupation.

H. The instructor should evaluate a student's work whenever he has demonstrated his readiness. Some students may be capable of completing more than a specific level of work in a given amount of time. The student should be allowed to progress at his own rate.

V. SAFETY PRACTICES

A. Industrial classes must be provided with adequate lighting. Accidents can be prevented by eliminating conditions where students work in their own light. Precision instruments require careful adjustment and accurate reading that can only be accomplished under proper lighting.

B. Initial safety instruction and safety tests must be followed up with frequent reminders and personal attention throughout the balance of the semester.

C. Instructors should circulate in industrial classes. When students use tools and machines, they should be observed in action; they should be shown, corrected, and shown again. Unless the instructor observes the methods and techniques used to produce the product, he may never correct dangerous and unacceptable work habits.

D. Careless housekeeping habits lead to serious accidents. All tools and materials should be put in their proper places when not in actual use. This should be emphasized as one of the most important learning experiences for industrial students.

E. A loosely-run shop becomes confusing, time consuming, and often dangerous. Certain sensible regulations should be enforced wherever a number of people are exposed to hazardous equipment, machinery, and tools.

F. Guards should not be removed from machines. Where guards interfere with the performances of an operation, the instructor should be consulted.

G. Push sticks should be used whenever possible during operation of woodworking saws and jointers.

H. Paint and oil-soaked rags may cause a fire or explosion; they should be kept in covered metal containers.

I. Sharp tools or materials should be stored in safe areas. Materials protruding in passageways may cause painful injuries. Standing sharp objects on end or against a support may allow them to fall and injure class members.

J. The instructor should never allow the use of equipment in an unsupervised situation; he could be charged with negligence should a student injure himself. An example would be the use of power equipment in adjoining rooms where the instructor's view of the facilities is obstructed.

K. The instructor must never leave the room unless all power to machinery is turned off.

L. Electrical outlets and connections should be adequate for the work performed. Long extension cords extending across work areas or improvised installations subject the teacher and the administration to possible law suit in case of accident.

M. Outlets or switches which require reaching over moving machinery should be avoided.

N. If machinery is not provided with proper safety guards, the responsible authorities should be notified at once.

O. Proper precautions should be made to prevent eye damage from arc welding flash or prolonged exposure to welding torch light without the protection of proper shielding.

P. Exposure to carbon monoxide fumes, carbon tetrachloride fumes, excessive paint fumes, or fine powdered sawdust should be controlled at all times by proper ventilation.

Q. The air in auto shops, auto body and fender shops, woodshops, and other industrial classes frequently becomes heavy with exhaust or paint fumes. Ventilation is of major importance for the health and safety of the class.

CRITERIA FOR EVALUATING INSTRUCTION IN MUSIC CLASSES

Responding to music is the most natural thing in the world, to judge from the multitudes who sing, dance, hum, whistle, nod, and tap. Understanding music would seem to be a more complicated affair, to judge from the endless books and lectures that attempt to clarify its meaning. To respond to music is to feel its pervading charm. To understand music is to perceive its underlying unity.

Knowledge brings a desire for participation--the thrill of performance alone or with many in harmony; the skill of performance as a culmination of a period of intense discipline and study; the interpretation of the work of a master; the development of discrimination and taste; and the pleasure of bringing happiness to others. To maintain this climate in which rare creative talents can flourish and to provide constructive outlets for leisure time are the contributions of music education to the program of learning in our adult schools.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Particular attention must be given to adequate lighting and ventilation in instumental and vocal classes where much complicated score reading, as well as fundamental breathing exercises, play a major role in class activities.

B. Special equipment such as orchestra chairs, music stands, pianos, depressible keyboards for piano classes, and other school-owned music instruments must be available and kept in good order.

C. Music materials and supplies should be properly stored and accounted for. Special care should be given to all music scores "on loan" from libraries and music stores.

D. Students in general music classes and choral groups should be assigned to regular seats whenever possible.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

An effective teacher:

A. Is mainly concerned with his subject, not himself.

B. Directs his class effort with objectivity as well as creativity.

C. Is sensitive to the presence and feelings of people as well as to artistic values.

D. Shows evidence of well-rounded interests in addition to cultural pursuits.

E. Creates a friendly, constructive atmosphere through his personal conduct and standards of excellence.

F. Is appropriately groomed; not given to "artistic" excesses in dress or mannerisms.

G. Shows sincerity and patience at all times.

H. Enthusiastically supports school and community activities.

III. TEACHING TECHNIQUES

A. The teacher explains purpose and scope of class at the first meeting.

B. The teacher sets obtainable goals for the class and for individuals.

C. The teacher is sure that materials are right and lead to a satisfactory learning experience.

D. The teacher makes music and materials available to carry out expressed objectives.

E. The teacher saves time by having the evening's assignment listed on the blackboard and assigns student assistants to help pass out materials.

F. The teacher plans the assignment to fit the assignment time; starts promptly and finishes on time.

G. The teacher plans the selection of music in a broad enough manner to include some interesting material for the entire class, despite variance in individual ability.

H. The teacher is skilled in his art, or profession, and can demonstrate as well as explain.

I. The teacher knows students as individuals and is constantly alert to their reactions.

J. The teacher gives individual assistance in such a manner as to be helpful and interesting to the entire class.

K. The teacher is sure there has been some learning before leaving a problem.

L. The teacher inspires students by expressions of pleasure and satisfaction in the work they are doing.

M. The teacher summarizes and points out group achievements at the close of each session and also gives individual credit where deserved.

N. The teacher uses helpful visual and instructional aids such as films and records. He also encourages class to attend concerts by outstanding groups and individuals in the various areas of music.

IV. EVALUATION TECHNIQUES

A. Individual students are evaluated through regular class recitals as well as public performance.

B. Group progress is evaluated through demonstration programs and concerts. Students in general and theoretical music classes may be evaluated through appropriate exercises in retention and demonstration of newly acquired knowledge in their respective fields.

CRITERIA FOR EVALUATING INSTRUCTION IN NURSING EDUCATION

The nursing program which includes Practical Nursing, Nursing Aide, and Home Nursing is broad in scope and intensive in detail. Instruction in these subjects prepares the student to use knowledge and skills effectively in performing the duties assigned in certain areas of unlicensed nursing service. Students are trained to be members of a team and to work under the direction of a registered nurse in caring for the sick and injured thereby releasing the professional nurse for the more vital services.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. Classroom furniture should be properly arranged to accomodate rental equipment and permit instruction in hospital procedures.

B. Additonal storage needs to be provided for such equipment as linens, beds, hypo-equipment, pans, and the Chase Hospital Doll (Mrs. Chase).

C. Planning ahead for equipment needed is essential.

II. PERSONAL CHARACTERISTICS

An effective teacher:

A. Exemplifies a professional attitude related to nursing.

B. Has professional appearance, is clean, crisp, cheerful, and properly sympathetic.

C. Respects the level of non-licensed nursing services, and believes this service area to be a valuable contribution to the nursing field in general.

D. Keeps informed on the new medications and methods of administration.

E. Understands student motivation, whether studying in preparation for employment or meeting own needs.

III. TEACHING TECHNIQUES

A. The teacher coordinates and integrates practical units with theory.

B. The teacher sets up labs for instruction in specific hospital procedures.

C. The teacher brings in outside professionals for lectures and demonstrations only when this technique strengthens the program.

D. The teacher uses field trips to hospitals and sanitariums for instruction in hospital procedures and in the use of hospital equipment.

E. The teacher uses hospital type charts and forms for instructional use in bedside charting.

F. The teacher encourages students to acquire additional education, particularly those needing advancement in the 3 R's.

G. The teacher assists in maintaining standards on a city-wide basis.

H. The teacher keeps up community relationships with hospitals and sanitariums.

IV. EVALUATION TECHNIQUES

A. Students should be given frequent written tests.

B. Students should be given practical performance tests of nursing practices and procedures.

C. Students should be aware of the district-wide testing program.

D. Use of hospital check sheet for student procedural instruction within the hospital is advisable.

V. SAFETY PRACTICES

A. Special care is used in teaching students in body mechanics the correct procedures for lifting and moving heavy patients.

B. Students require instruction in the specific techniques of hand washing.

C. Students require instruction in the specific care of equipment and sterilization process.

D. Students require instruction in the specific procedures for handling oxygen and electrical equipment.

E. The teacher should give specific attention to the temperature of solutions.

F. The teacher should give specific attention to position of bed crank.

G. The teacher and the class should pay specific attention to all safety practices as prescribed by hospital and/or sanitarium rules and policies.

CRITERIA FOR EVALUATING INSTRUCTION IN PARENT EDUCATION

Parent Education is an educational process aimed at influencing parent role behavior in the belief that the child and parent will be benefited. It is not a skill course, but rather a process which influences attitudes and behavior through the acquisition of knowledge, the dynamics of a group process involving feelings, and self-examination of attitudes and values in the light of new experiences.

Educational programs for parents assume there are rational aspects of the parents' role performance and that these can be increased through this process. Education appeals directly to the individual's conscious concerns by supplying him with information, suggesting new values he can pursue from the great range of values open to man, and by providing him with numerous elements of rational problem-solving skills which equip him to make his individual decisions.

I. CLASSROOM ORGANIZATION AND MANAGEMENT

A. All Parent Education Classes

1. The discussion method is used more than any other in this subject; whenever possible, the seating should be arranged so that each member can see the faces of other class members.

2. Children or babies should not be in the room during adult discussion period.

B. Child Observation

1. Ordinary standards of orderliness and attractiveness are not completely applicable to child observation classes. Materials which are very useful and meaningful in working with young children may not appear orderly or attractive to the eye of the adult unaccustomed to young children.

2. A safe place and adequate supervision of children must be provided during adult discussion period. A fenced area is preferred. If the area is open, the number of supervising adults needed is greater. Supervising mothers should be assigned to specific places. They should be carefully instructed as to their responsibilities and the children's needs.

3. Sufficient materials must be provided to keep children busy and content while separated from their mothers.

4. All adults and children should wear name tags. This is a working group and calling each other by name has specific inter-personal values.

5. Student chairmen should be assigned for activities such as paint, clay, and juice.

6. The teacher provides a written summary of class discussion for mothers assigned to yard duty. A recorder is assigned to this duty.

7. The teacher assigns a class member to act as hostess to a new student entering during the semester. This hostess may explain routines, duties, and make introductions.

II. PERSONAL CHARACTERISTICS OF THE TEACHER

A. All Parent Education Classes

An effective teacher:

1. Has a sense of humor that provides a necessary emotional release for students.

2. Has the ability to listen and evaluate student contributions.

3. Is non-authoritarian in approach and does not use the group to meet his own personal needs.

4. Is "shock-proof", no matter what is said.

5. Should be accepting and non-judgmental in relating self to class members.

6. Does not rule out his beliefs and occasional right to state his own values if they are labeled as such.

7. Refers to source material in order to encourage further individual study.

B. Child Observation

An effective teacher:

1. Is calm and soft-spoken in work with young children.

2. Has the ability to enforce rules in a firm but friendly manner.

3. Strives for cooperation and assistance from all mothers in the activities provided for the children. To do these things alone is almost impossible, and mother participation is an important part of the learning process.

4. Is well prepared to work with children as well as conduct effective adult discussion.

III. TEACHING TECHNIQUES

A. All Parent Education Classes

1. The teacher involves students in the planning process which results in the assumption of duties and use of the special skills of group members. This involvement contributes to stability of attendance as well as development of members into a working group with resulting group feeling.

2. The teacher recognizes that the lecture has a place in parent education but the discussion method is the one most commonly used and believed to be the most effective in this type of subject matter.

3. The teacher uses the discussion method as the major technique, but employs other methods as well. These will include films, socio-drama, role playing, panels, resource people, and literature. The parent education teacher must have a sound knowledge of group dynamics.

4. The teacher employs problem-solving techniques by exploring the "whys" of a situation and then bringing forth a variety of possible solutions for consideration.

5. It is wise to present topics for consideration with introductory ideas as a spring-board for discussion.

6. The teacher refers to source material in order to encourage further individual study.

7. The teacher should recognize that students learn from each other through the sharing of ideas, expectations, and experiences.

8. Generally, the teacher should avoid advice giving.

9. The teacher should not be prescriptive but lead students to apply problem-solving techniques and provide documented source material for them to consider in reaching decisions.

10. The teacher uses questions to good advantage, to stimulate thinking and bring out valuable experiences and ideas to illustrate the common nature of problems.

11. The teacher uses frequent summaries within the discussion itself.

12. The teacher handles individual personal questions in a manner that provides a learning situation for more than the one student.

13. The teacher provides group members with acceptance, recognition, and identification.

14. The teacher recognizes individual needs for specialized therapeutic services, and is skillful in the use of the referral process.

15. The teacher is sensitive to differences in groups. Approach and content is based on needs of each group. For example, a low educational and economic level group might indicate a need for more specific and practical suggestions. A group with a high educational level might indicate a need for greater group autonomy and more theoretical approach.

B. Child Observation

1. The teacher demonstrates effective techniques in working with young children. To cite a few: uses positive terminology in directing them, gears contents and activities to their level, anticipates problems.

2. The teacher uses mother-student work activites for control and guidance of children and for the provision of play activities.

3. The teacher plans work with children, keeping in mind their attention span, individual differences and age level differences. The teacher recognizes the values of demonstrations for the mother students.

4. The teacher has arranged for students to assume responsibility for children's activities to enable her to view the over-all situation and be aware of any difficulties which may arise, such as infractions of safety rules and children's quarrels. This also permits the teacher to confer with individual students.

5. Mimeographed materials should be used extensively as well as giving the student a record of class proceedings.

6. There should be an outline of the day's activities so that all know the program for the day.

7. All mothers keep diary records of their observations and these are used as a basis for class discussion. The teacher inspires students to keep good comprehensive observation records emphasizing their value and by making written comments on records weekly.

IV. EVALUATION TECHNIQUES USED BY THE TEACHER

A. All Parent Education Classes

1. Evaluation should be an ongoing process and is accomplished best by teacher observation of behavior. Subject matter tests do not measure attitude changes, the major objective in Parent Education classes.

2. Several forms for student evaluation are available and should be used in some way. These are of the questionnaire or rating type.

3. Student evaluations should be done at various points in the series and not just at the end.

4. Many classes use part of their past session for evaluation and this contributes to teacher growth and forms a basis for future planning.

5. Growth in class members ability to work as a group are noted by teacher as a measure of effective teaching.

B. Child Observation

1. Mother-student written child observation records can be used as an evaluation device.

2. Personal goals of students should be requested at the beginning of the course and compared with later statements. These results should be compared with teacher objectives for the course.

V. ATTENTION TO SAFETY PRACTICES

A. All Parent Education Classes

1. In discussion groups there are no unusual safety needs, see General Criteria.

B. Child Observation

1. In child observation classes, there are many safety rules which must be observed carefully. A safety test designed for this class must be given to all students and the answers discussed.

2. A unit on safety in class and at home is included in the curriculum.

3. The teacher must watch for and bring to the attention of the students situations which are unsafe for children and adults.

4. Contagion is an extremely important factor in this type of class. Students or children with any signs of illness should be sent home at once.

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